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veryday Doings

A Pre-Primer by Julia Letheld Hahn

CURRICULUM

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CHILD DEVELOPMENT READERS

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Fun

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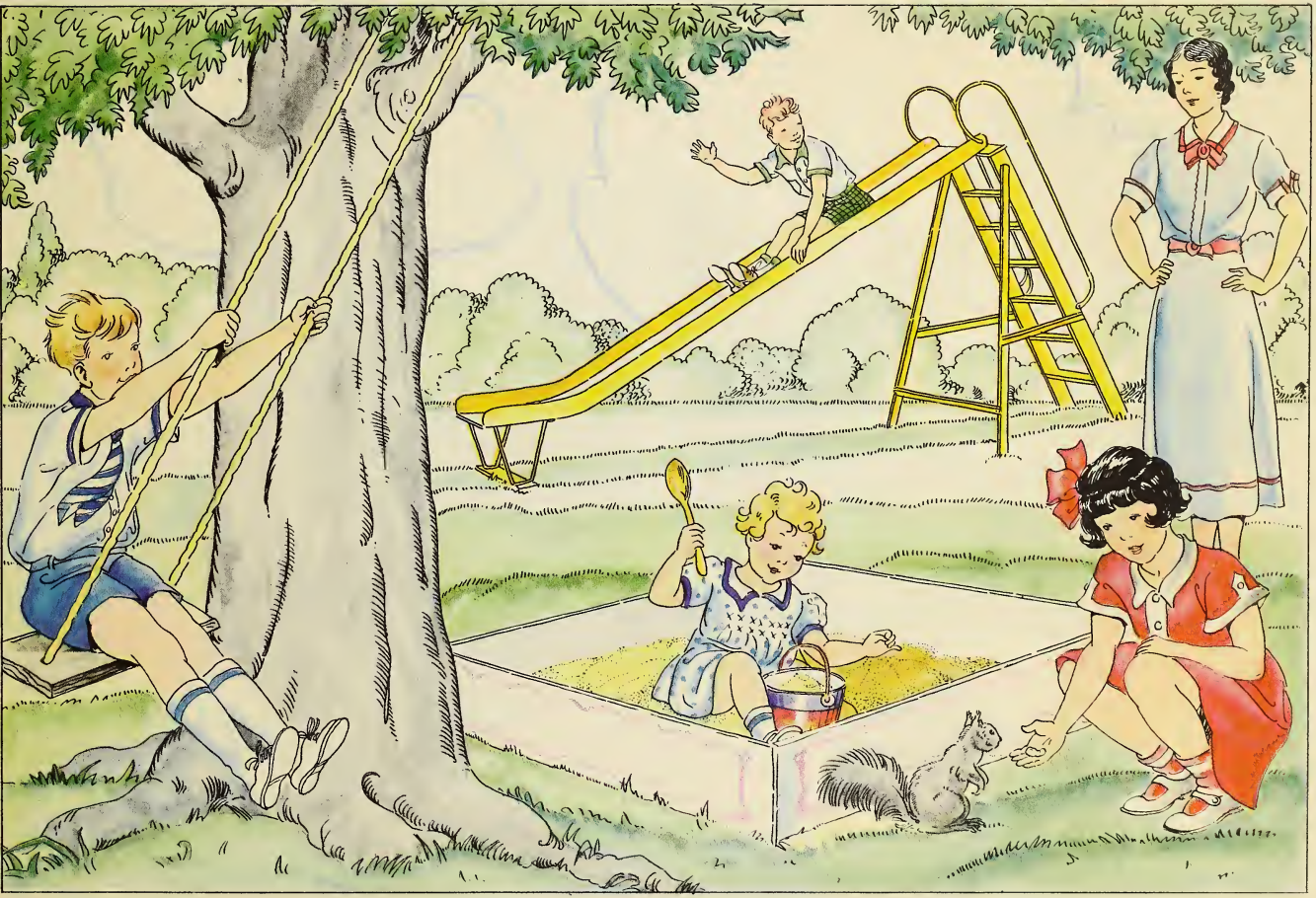

More Fun

More Fun

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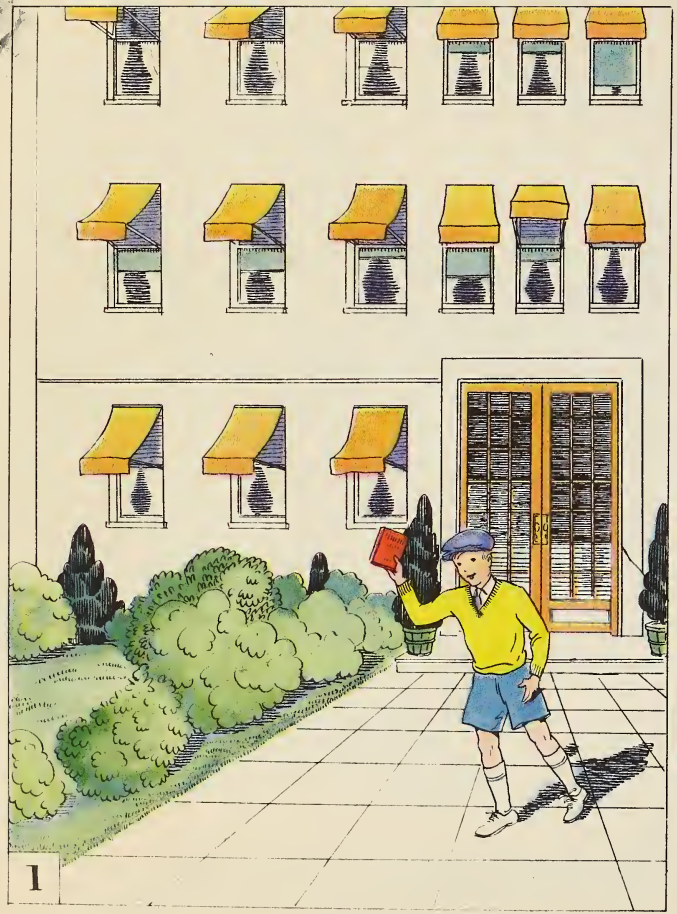
Houses



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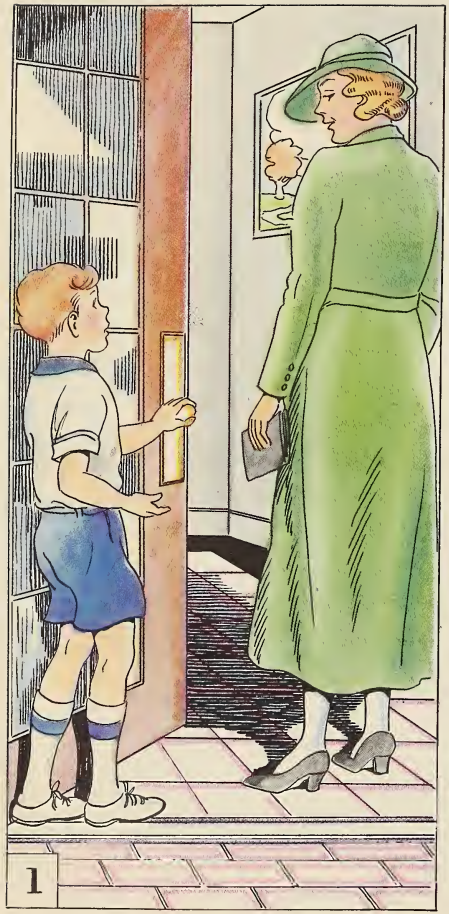

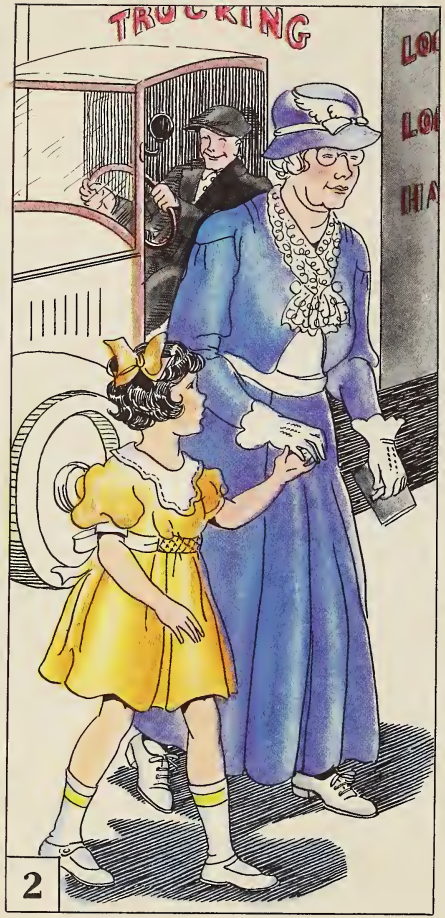

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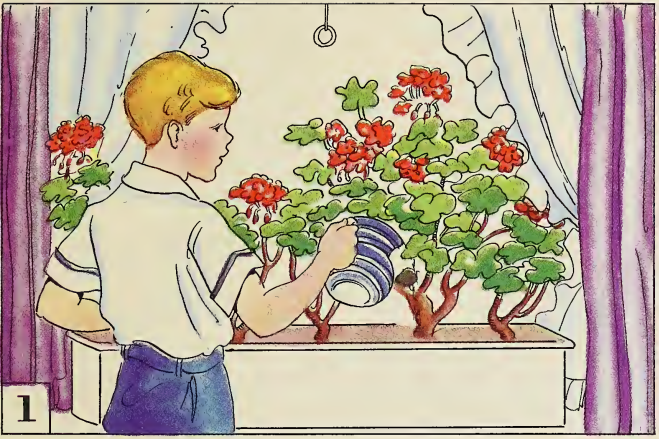

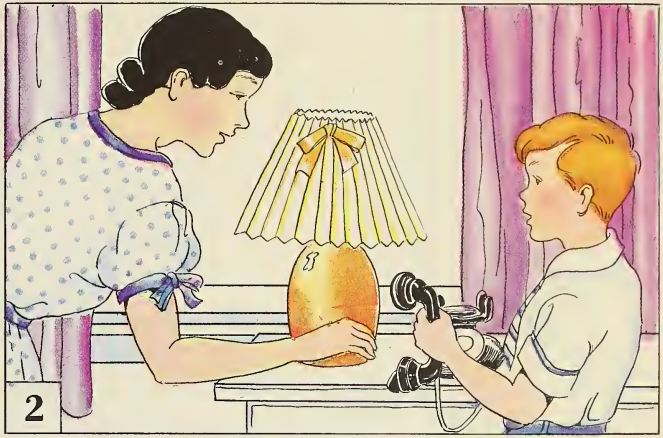

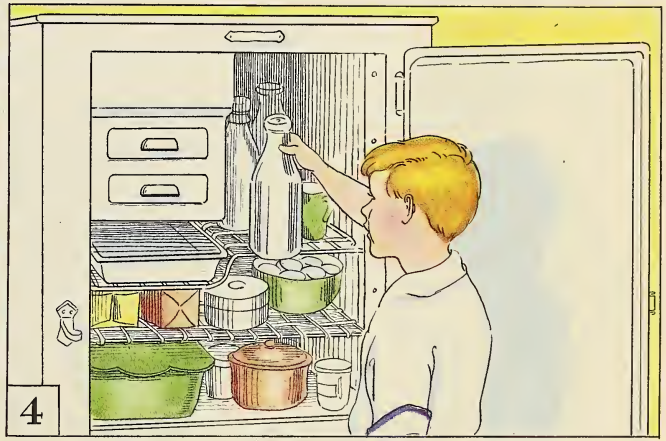

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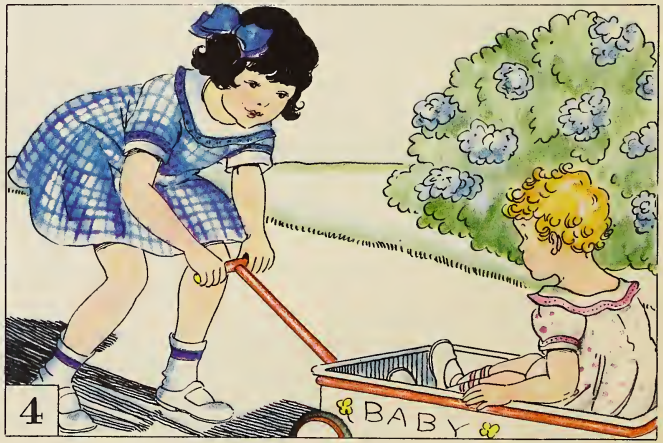

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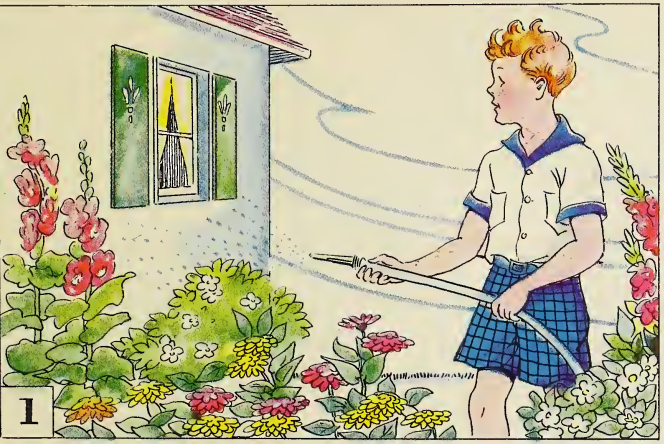
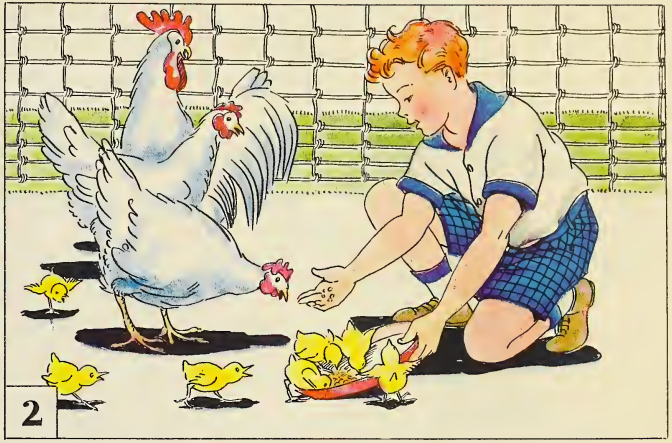
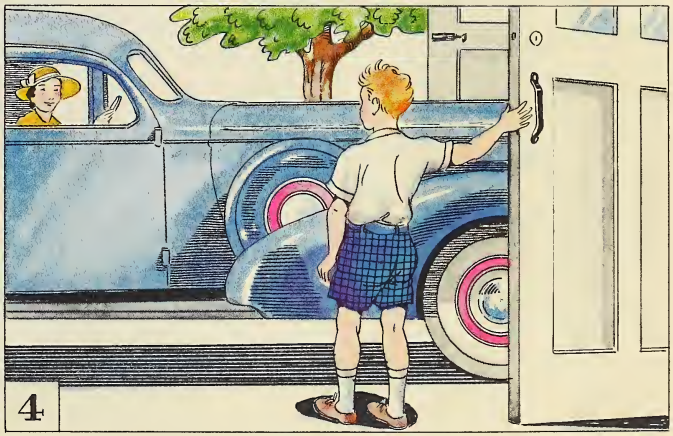
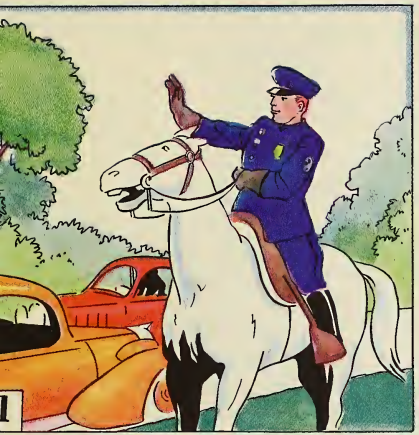


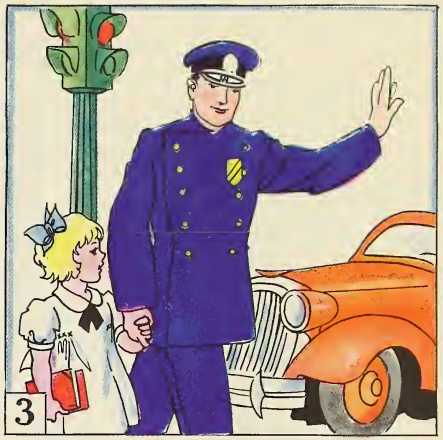


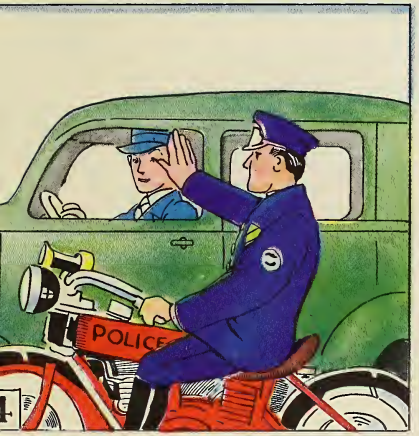


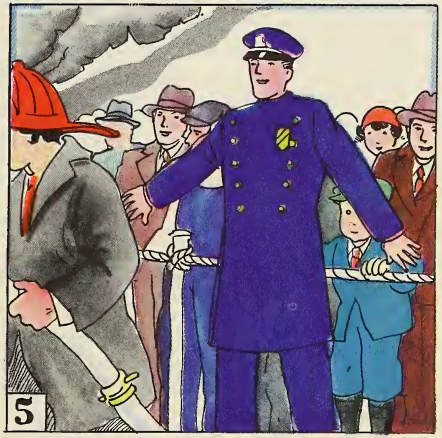
Other Helpers

Other Helpers









Other Helpers

Other Helpers

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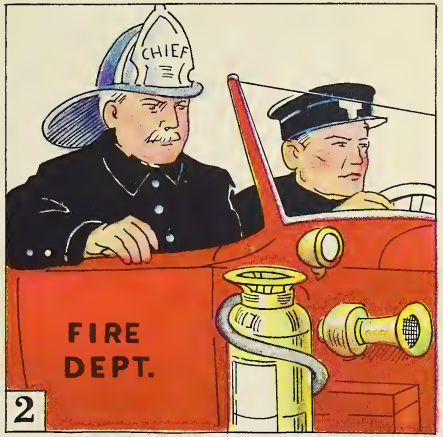

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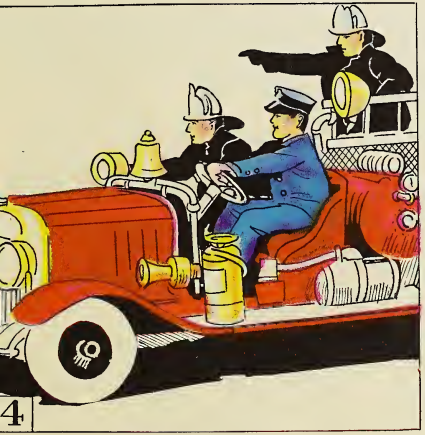
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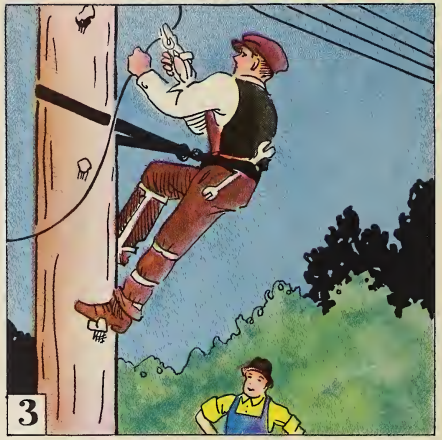
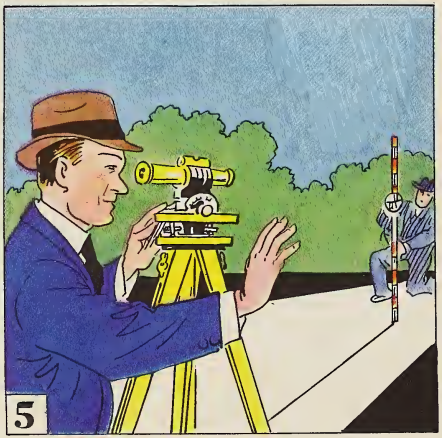
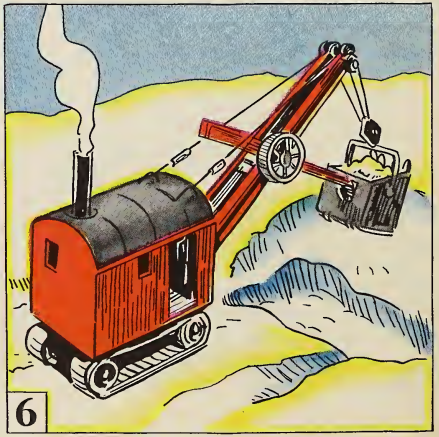
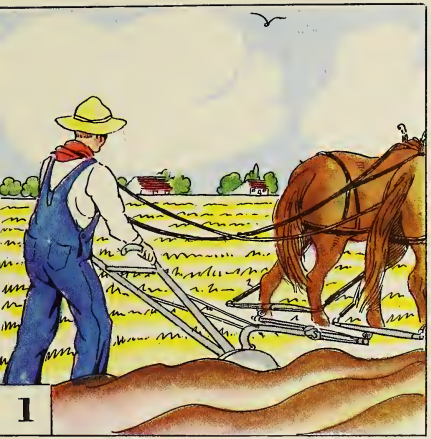
Workers

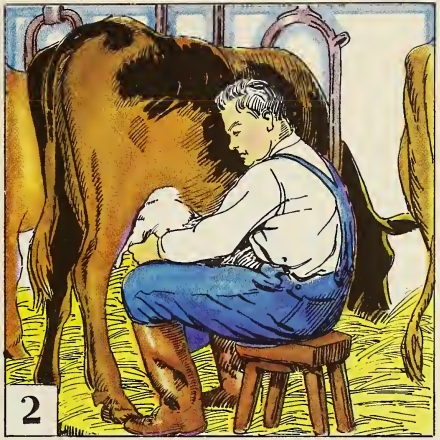


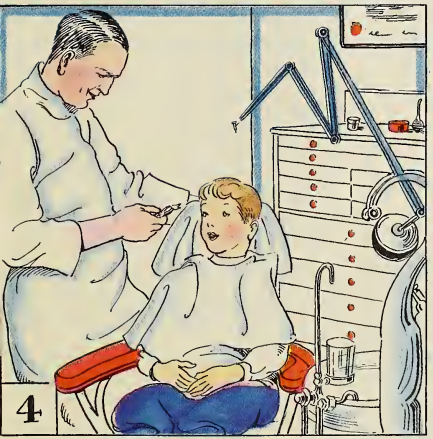




More Workers







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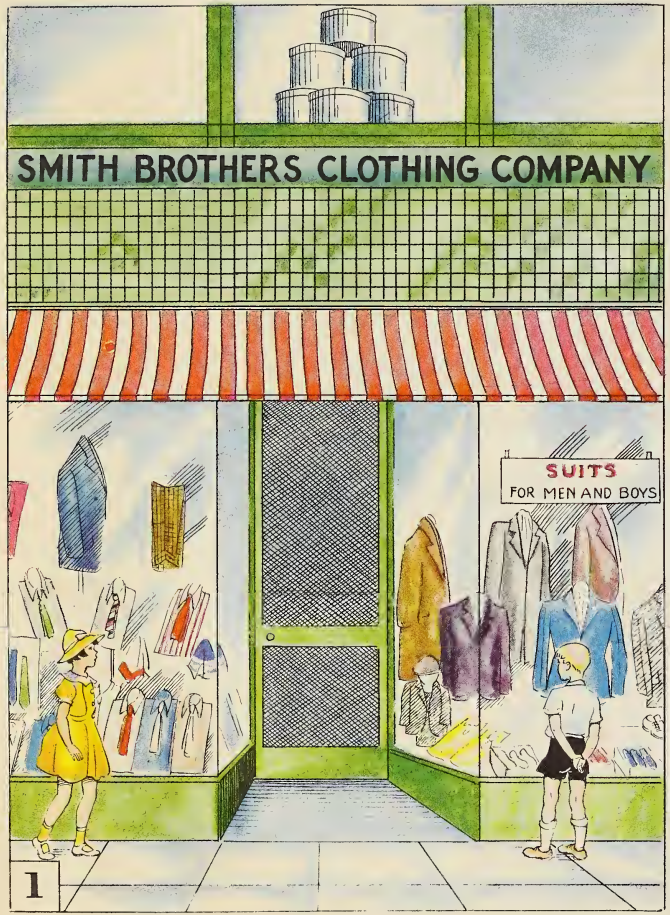
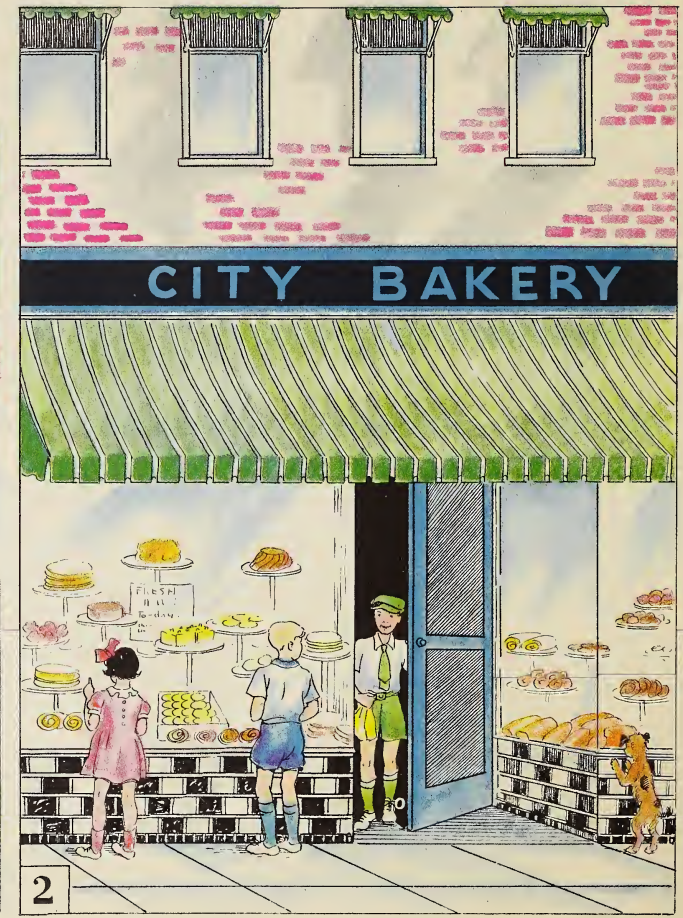

SMITH BROTHERS CLOTHING COMPANY
SUITS
FOR MEN AND BOYS
1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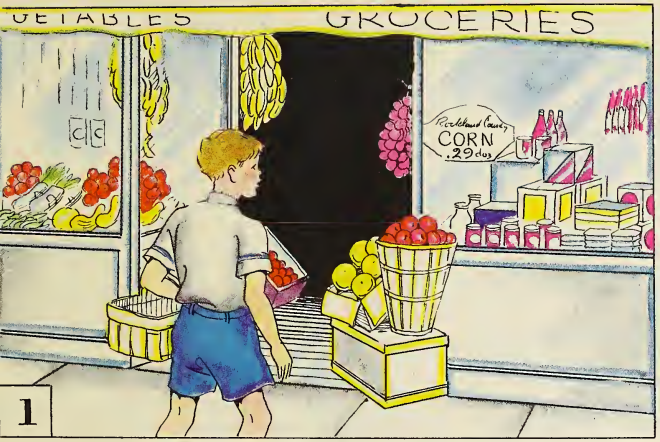
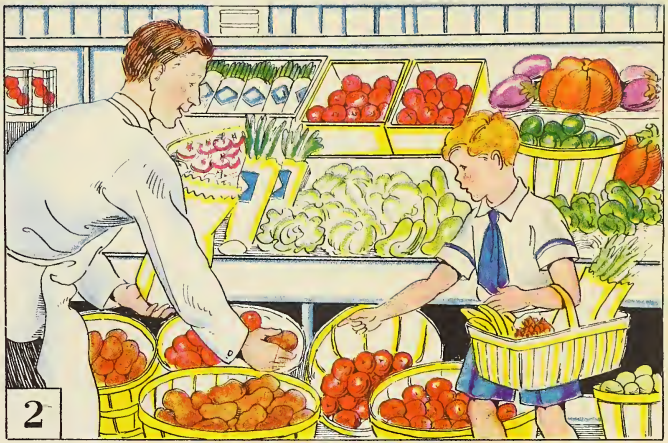
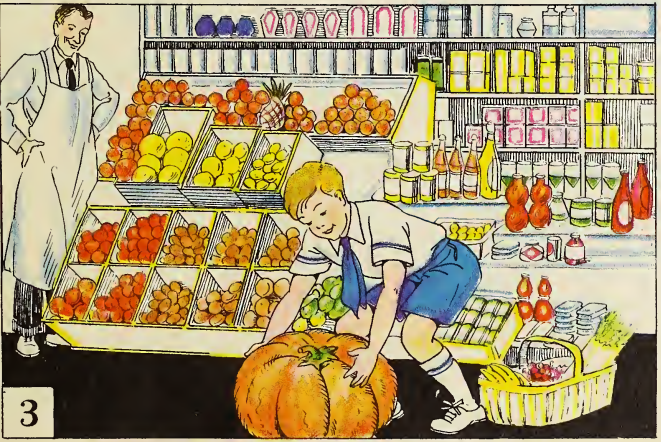
Jack at the Store







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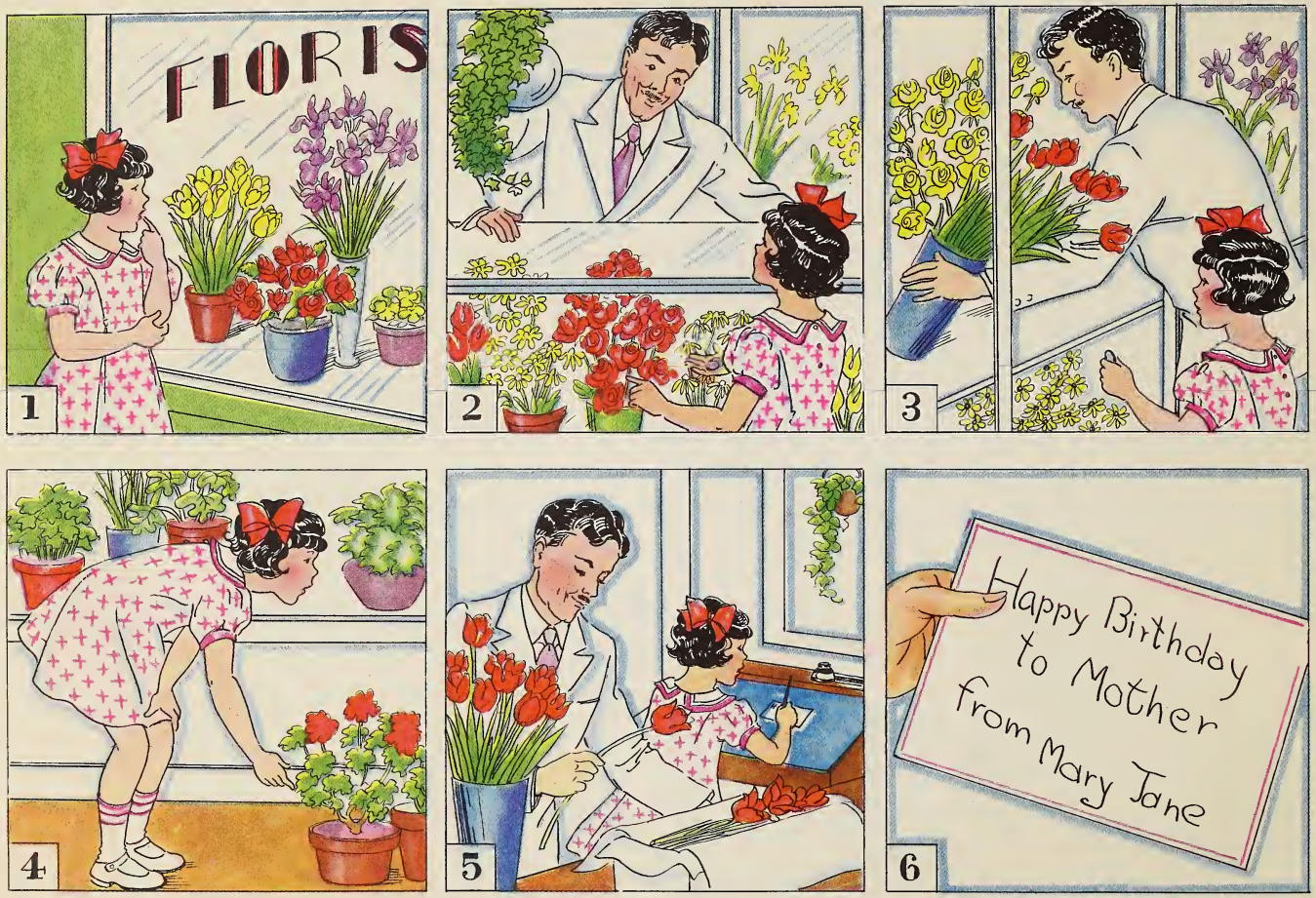

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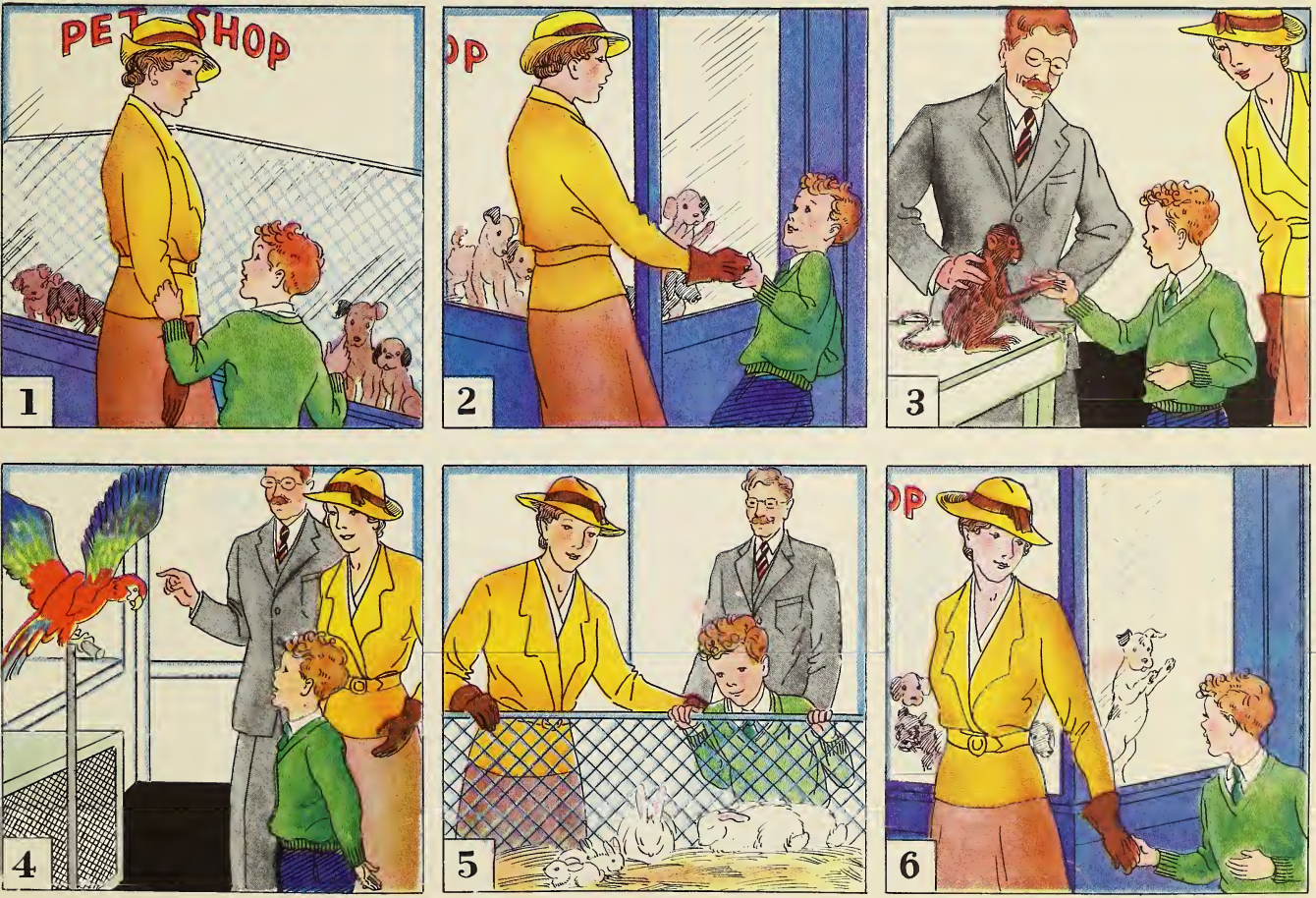

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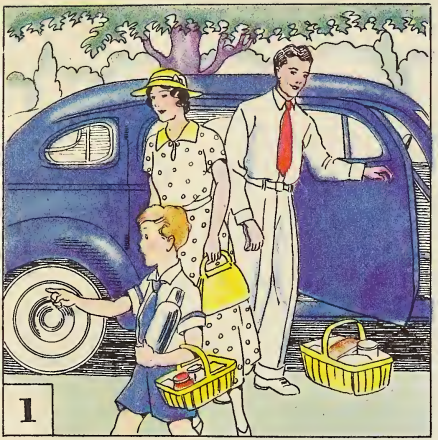
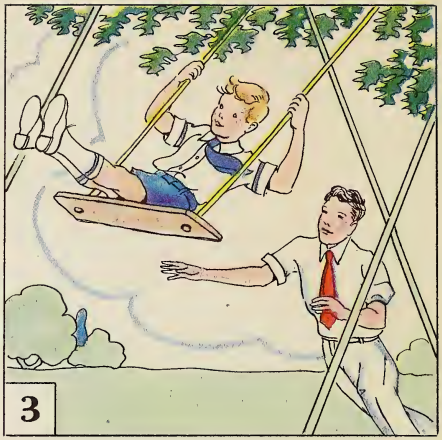
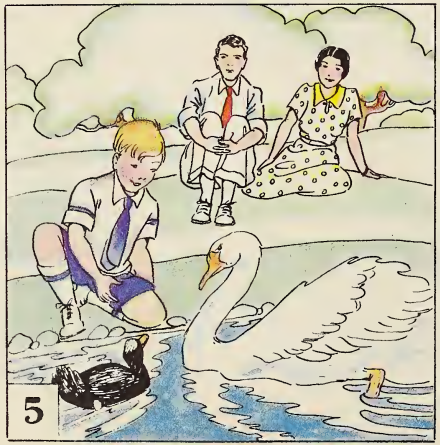
Fun in the Park







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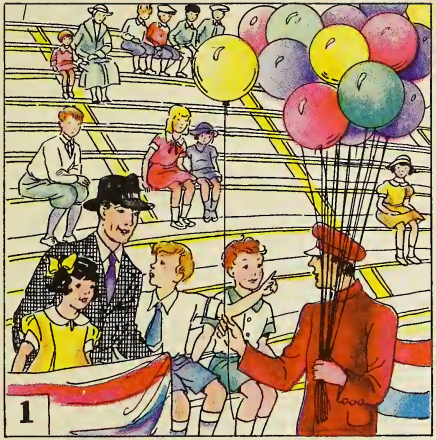
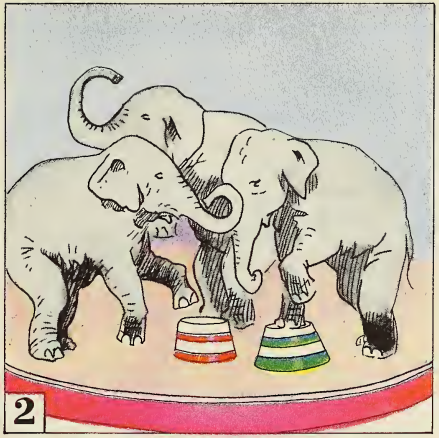
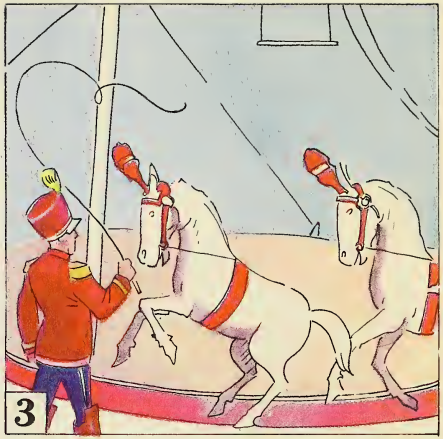
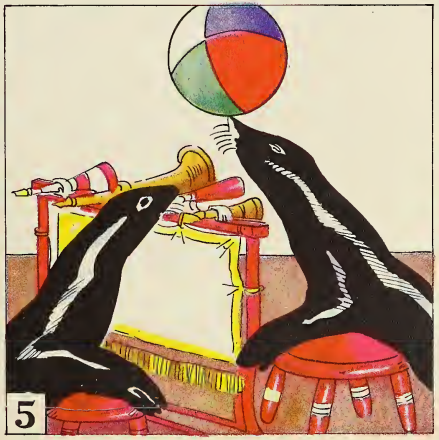
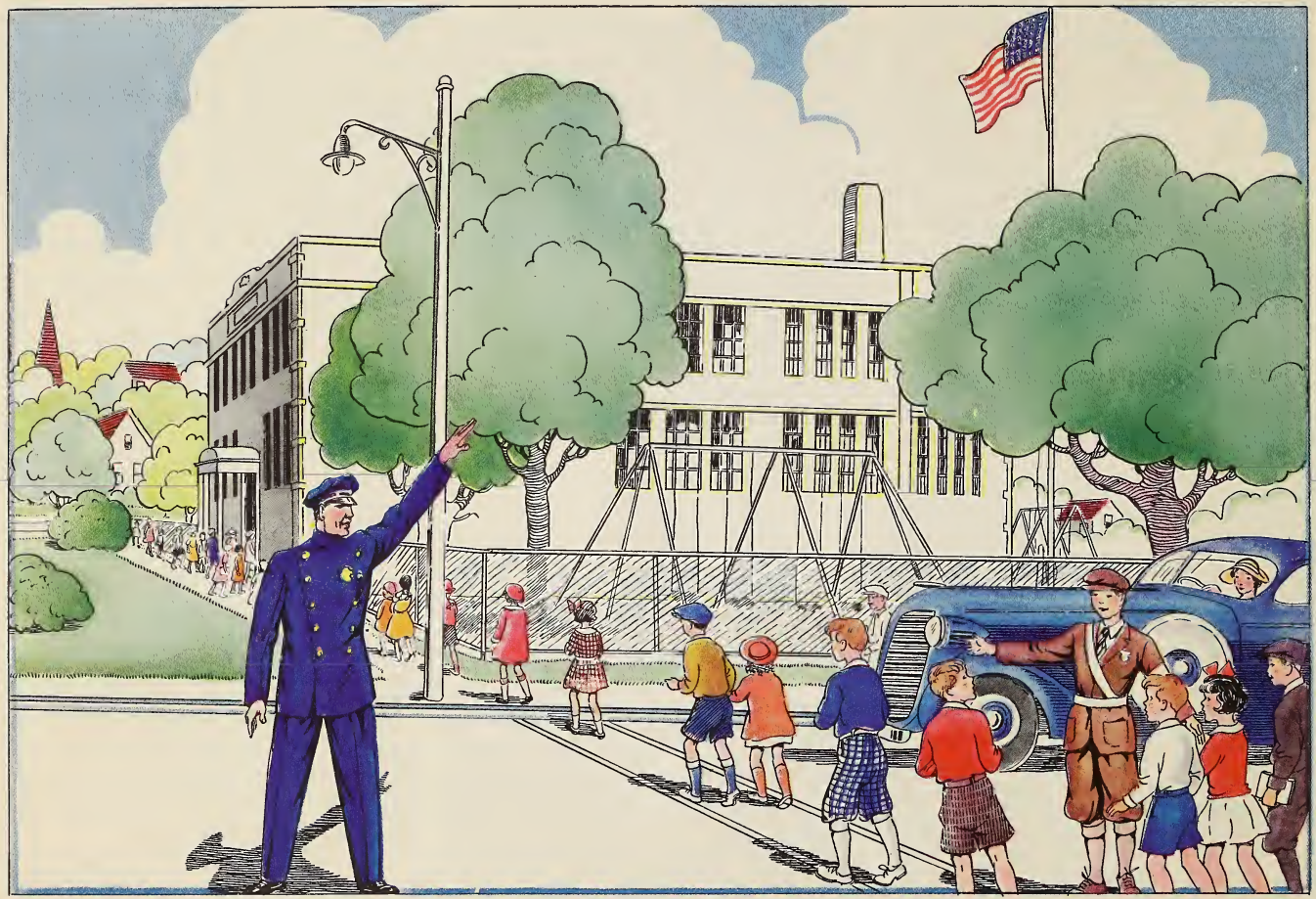








Fun at School



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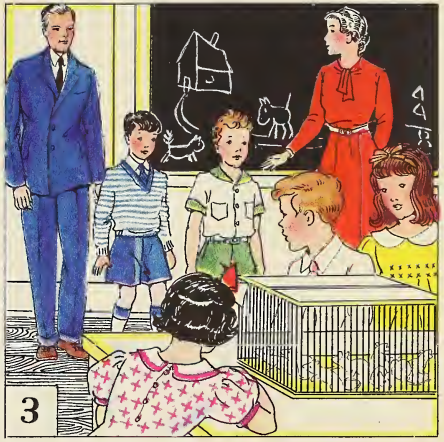

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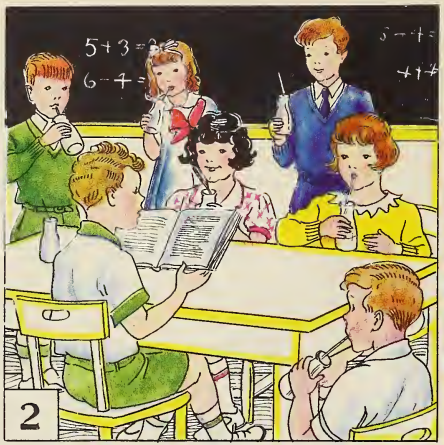
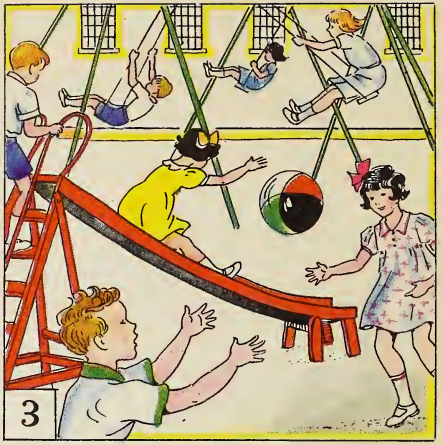
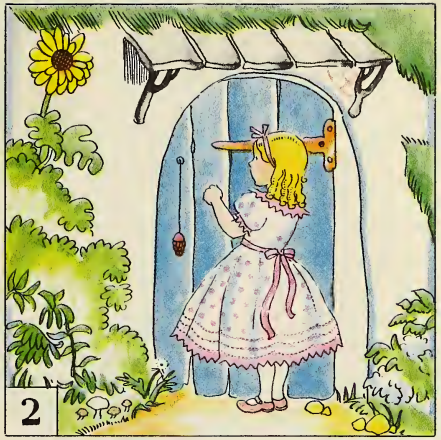
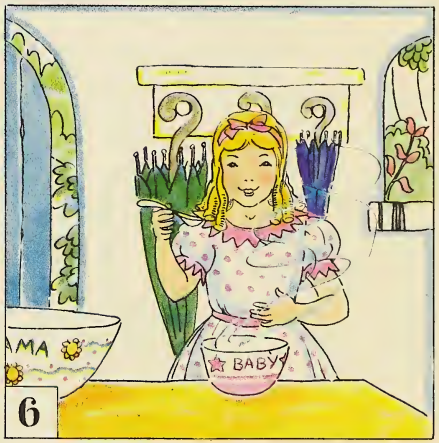




The Three Bears





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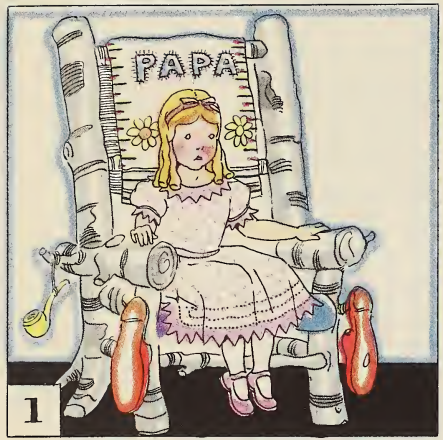
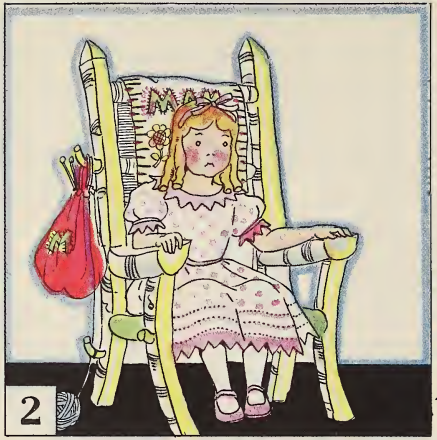
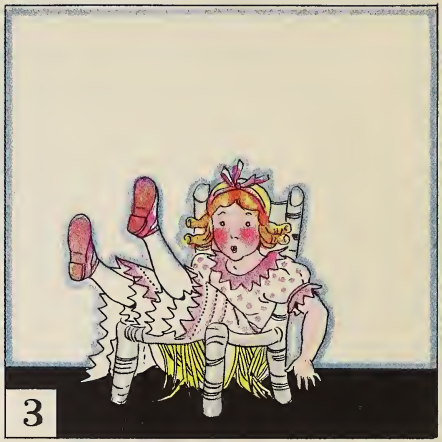
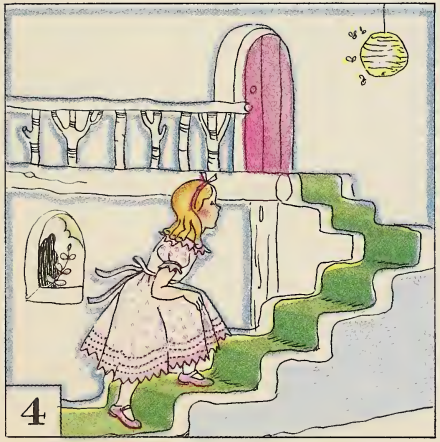
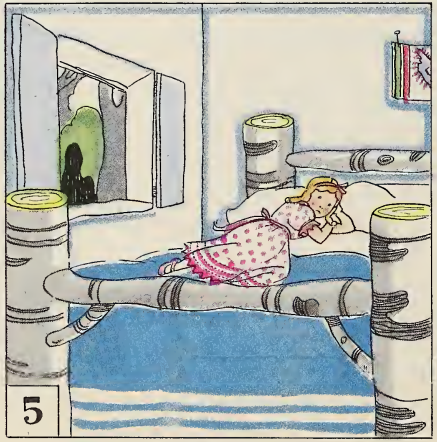
The Three Bears

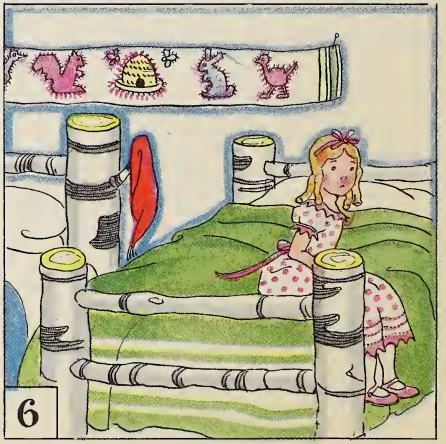












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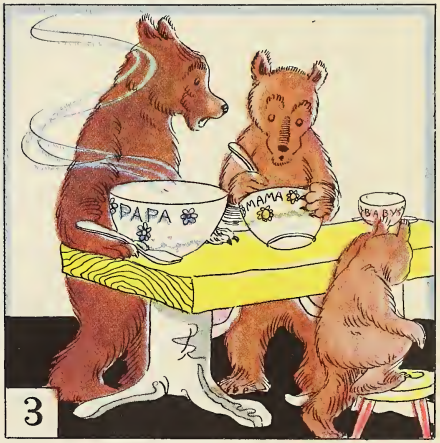
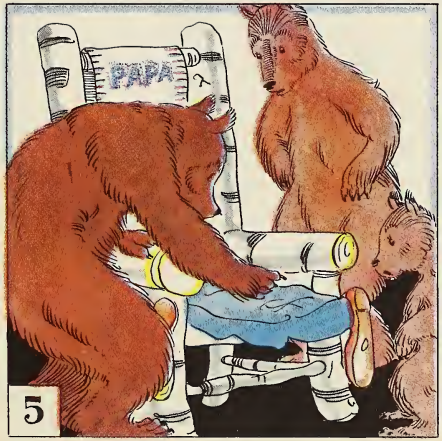
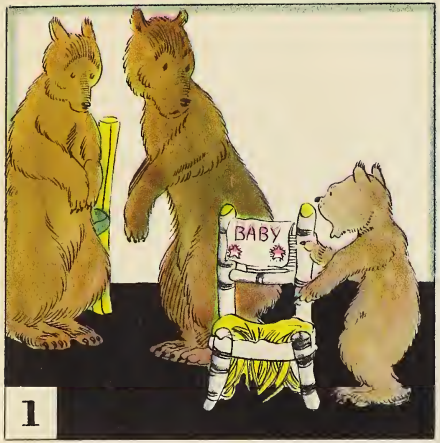
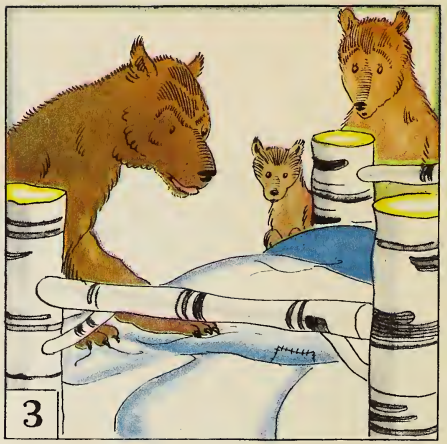


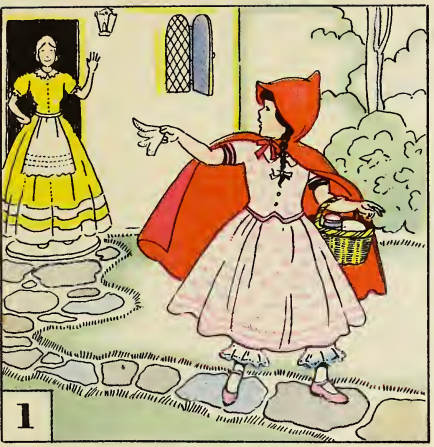


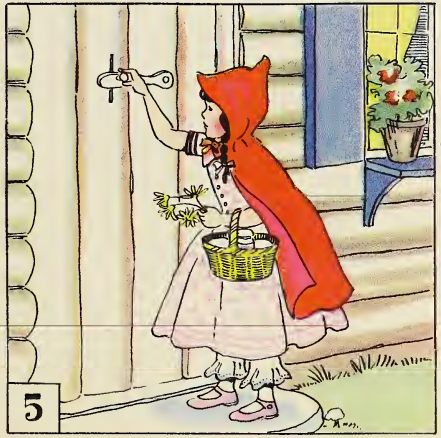
The Three Bears



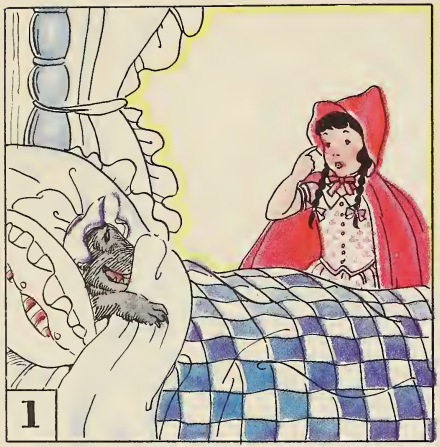


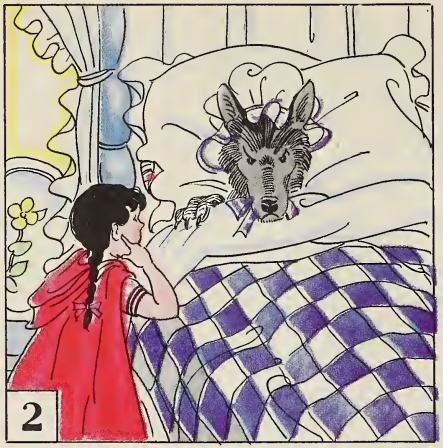
Little Red Riding Hood

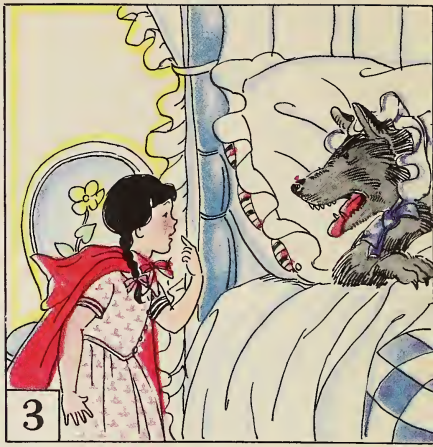


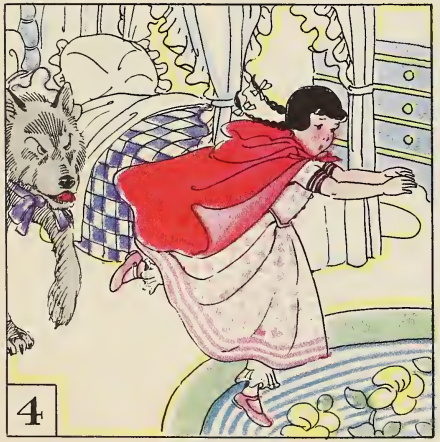


Little Red Riding Hood

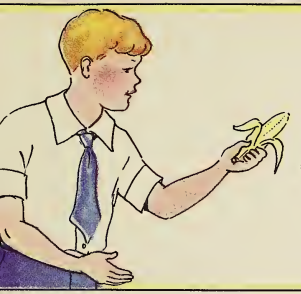






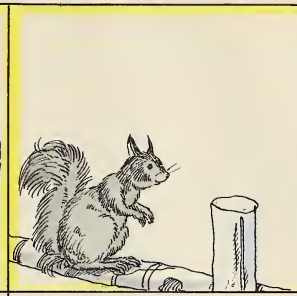


Who is Here?



Jack

Jocko

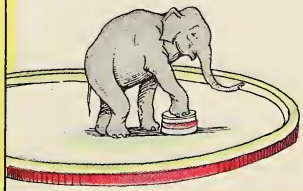


Frisky

Mother

Little Rabbit

Mary Jane



Jumbo

Daddy

Mary Jane	Jack	Mother	Jocko
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Date Due
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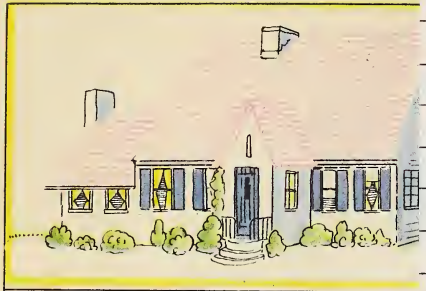
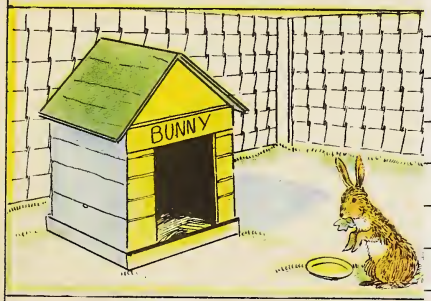


a house



a rabbit house

a house
a rabbit house

Daddy
Jack
Frisky
a house
a rabbit house

To the Teacher

(For complete teaching suggestions, see Teacher's Edition of Everyday Doi

Everyday Doings is to be placed in the hands of children during the pre-primer period. It provides the following vital, meaningful opportunities for the building of reading readiness: (1) Getting the experience background necessary for comprehension and appreciation of reading; (2) Acquiring a meaningful vocabulary with which to express ideas; (3) Expressing ideas orally in sentences (through discussion of the pictures and making oral stories about them); (4) Expressing ideas in sequence (through use of serial picture stories); (5) Acquiring techniques which will later be needed in reading:

(*a*) Moving from left to right in a line.

(*b*) Moving from right to left and down to begin the next line below.

(*c*) Turning pages properly.

(*d*) Recognizing titles and captions.

(*e*) Discriminating likeness in form, first in pictures, then in words.

The pictures are of three different types: (1) Large composite pictures, as pages 1 and 22; (2) Pages on which the pictures are related to a central theme, but are not steps in a serial story, as page 7; (3) Serial story pictures: short unfamiliar stories, as page 17, and about familiar stories, as pages 25–30.

Two dictionary pages at the end introduce words which will be found in the Little Primer, *Who Knows*.

Suggested Procedure for Use of a Composite Picture (Page 1): *Teacher:* This page is called *Fun*. The word at the top says *Fun*. Can you guess why it is called *Fun*? (Children discuss the pictures freely. Teacher asks what they do in their own playtime. She tells them the names of the children in the picture, *Jack*, on the swing, *Mary Jane*, *Billy*, on the slide, *Baby*.)

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The child development readers.
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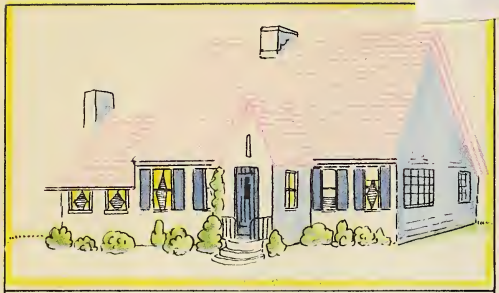
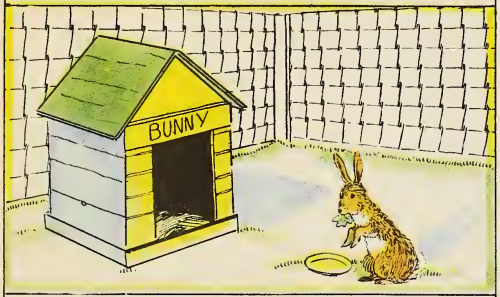


a house



a rabbit house

a house

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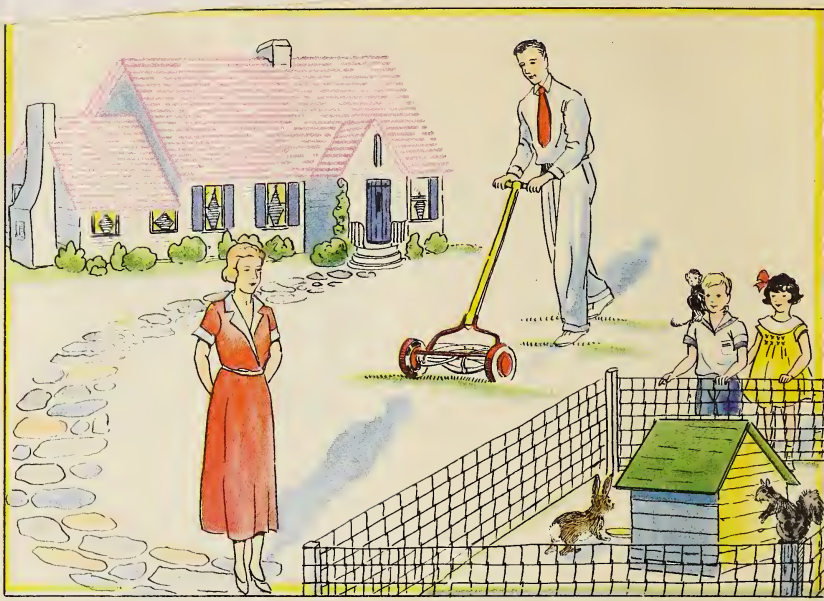

Mary Jane

Jocko

Mother

Little Rabbit

Jumbo

Daddy

Jack

Frisky

a house

a rabbit house

To the Teacher

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Suggested Procedure for Use of Page of Related Pictures (Page 7): The children note the title and read it from left to right with the teacher. A general discussion of each picture should follow in which the children are encouraged to express their ideas freely. They should not only tell what is happening in the pictures, but also interpret the pictures in the light of their own experience. The teacher questions them, when necessary, to help bring out important points in the pictures. After this group discussion, the children all find picture 1 again. Some child is then asked to make a story about picture 1. An example of story about this picture might be:

> Sometimes Jack waters the flowers in the window box for his mother. He is very careful not to spill any water on the floor.

Each child should be encouraged to give an individual interpretation of the picture. For example, another child might add, "The flowers are very pretty because Jack takes good care of them." The same procedure is followed for other pictures on the page.

Suggested Procedure for Use of Serial Pictures (Page 13): General discussion of the pictures is followed by the telling of a complete story which aims to bring the separate pictures together into a continuous account of what has happened.

Suggested Procedure for Use of Dictionary Pictures (Pages 31 and 32): *Teacher:* This page tells about the people and animals you will read about very soon in your new book. You can teach yourself the words you will need. Find Jack's picture. The word under his picture says *Jack*. Can you find the word *Jack* anywhere else on the page? The same general procedure is followed with the other words. These exercises are designed to introduce the child to the printed words. Complete mastery of the words should not be expected.

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Hahn, Julia Letheld, 1891
The child development readers.
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